

# Lesson 1.1



## United Nations Peacekeeping

### Lesson at a Glance

#### Aim

To introduce the United Nations and Peacekeeping Operations.

#### Relevance

As a peacekeeper, you:

- Represent the UN
- Carry out decisions made at UN Headquarters in New York

You are joining the UN as a peacekeeper, which means you will represent the UN in the country to which it sends you.

While you may not ever visit UN Headquarters in New York, you are carrying out decisions made there. You must understand who makes decisions about your work as a peacekeeper and the basic principles about peacekeeping which guide decisions.

This lesson explains the strategic level in the UN and its connection to peacekeeping. The “strategic level” means higher level political decisions and management of UN peacekeeping by parts of the UN in New York.

#### Learning Outcomes

Learners will:

- Explain the UN and its purpose
- Identify the UN Charter as the guiding document for the UN
- List the principal organs and explain those involved in UN peacekeeping
- List the departments at UN Headquarters active in peacekeeping
- Describe the three levels of UN peacekeeping – strategic, operational and tactical

## Lesson Map

### Duration: 45 minutes total

20 minutes: presentation

25 minutes: interactive exchange or activity

<b>The Lesson</b>	Pages 3-18
Starting the Lesson	Intro Slides
Introduction to the UN	Slides 1-6
Principal Organs of the UN Active in Peacekeeping	Slides 7-10
Departments of the Secretariat Active in Peacekeeping	Slides 11-14
Three Levels in Peacekeeping – Strategic, Operational, Tactical	Slides 15-16
Summary	Page 18
<b>Learning Activity Options</b>	Pages 19-32
1.1.1 UN Peacekeeping at the Strategic Level	Page 20
1.1.2 Key Definitions and Concepts	Page 22
1.1.3 <i>Courage for Peace</i>	Page 25
1.1.4 <i>In the Cause of Peace</i>	Page 27
1.1.5 Consequences of Violent Conflict	Page 29
1.1.6 UN Peacekeeping at the Strategic level	Page 32
<b>Learning Evaluation</b>	Pages 33-37

## The Lesson

### Starting the Lesson

For an interactive start to Lesson 1.1, consider these options:

- Ask learners if they have deployed to peacekeeping operations before. Identify participants who can contribute as resource people. Invite those with experience to identify missions, length of deployment and specific role.
- Ask learners if they are familiar with the UN. Brainstorm a list of facts the group already knows about the UN. Refer back to these points.
- Ask learners if they know about the history of their country's participation in UN peacekeeping. This could include a.) rationale for participating in UN peacekeeping operations, b.) numbers of military and police deployed and c.) different missions to which personnel have been deployed.

Introduce the following (using the Introductory Slides):

- Lesson Topic
- Aim
- Relevance
- Learning Outcomes
- Lesson Overview

Note the particular language of the UN. Learning involves some words, terms and phrases that may be unfamiliar and/or seem awkward. Reassure learners: "Don't let new language get in the way of learning". As you move through the training, review the definitions of key words and phrases.

The information in Module 1 is the foundation for learning about UN peacekeeping. Print posters of the main slides and put them on the walls. Refer to them at key points.

## An Introduction to the United Nations

*Consider Learning Activity 1.1.5 to brainstorm the negative impact of violent conflict.*

### Slide 1

**An Introduction to the UN**

- Violent conflict is devastating



**Key Message:** Violent conflict is devastating. Peacekeeping is designed to preserve the peace when violent conflict has ended.

Violent conflict can occur between countries (interstate conflict) or within a country (intrastate conflict).

It has negative impact:

- Casualties and loss of human life, including civilians as indirect and direct targets
- Damage to and destruction of property, land and buildings
- Human suffering and displacement of people
- Humanitarian crises, including lack of food, shelter and medical care
- The collapse or decline of state institutions and services, breakdown of law and public order, and a political and security vacuum
- Disruption of ordinary life and the social fabric of the community
- Violent, tense and insecure daily realities
- Human rights violations, including trafficking and sexual violence
- Illegal exploitation and trade of natural resources such as minerals
- Serious long-term security, political and socio-economic issues

Violent conflict affects the present generation and generations to come.

**Slide 2**

**The United Nations**

- Founded in 1945 after World War II
- "[...]to save succeeding generations from the scourge of war[...]"  
(Preamble of the UN-Charter)



**Key Message:** One reason for creating the UN was to save later generations from violent conflict.

Those who founded it in 1945 after the Second World War had lived through two terrible world wars.

Slide 3

UN Member States

- 193 sovereign Member States
- Universal and impartial international organization



**Key Message:** The UN brings together, or unites, many different nations or states.

The members of the UN are these individual countries, known as “Member States”.



*Ask learners how many countries or states they know of. Use responses to bridge into the lesson.*

Fifty-one (51) original Member States formed the UN in 1945. As of today there are 193 Member States, which constitutes the vast majority of the sovereign states.

The UN is a unique international organization. All Member States come together to discuss common problems and decide on major issues by voting.

The UN is impartial, which means it does not take sides. Also, the UN is universal. Members are almost all the countries on the planet. To be universal means to be inclusive.

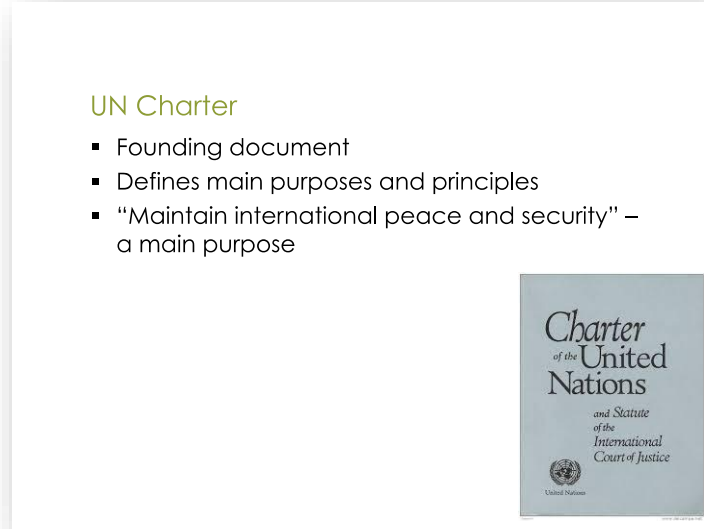
Being impartial and universal make the UN legitimate and credible.

To be legitimate means that the UN is lawful, permitted or valid. To be credible means that the UN is believable, worthy of confidence and trust.



*Participants may raise points about UN credibility and legitimacy in brainstorming. Depending on current events, the UN may be in the news. Encourage open discussion. Remind people that the UN does a “technical job in a political environment”. That work brings challenges. Core parts of UN identity remain the same – universality, impartiality.*

Slide 4



**Key Message:** The UN Charter is the founding document of the UN, signed in 1945. It defines main purposes and principles of the organization.

**One main purpose of the UN is to maintain international peace and security.**

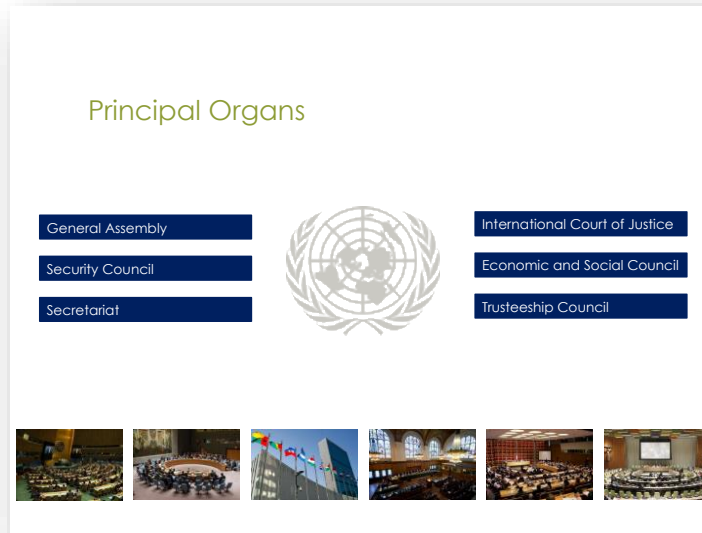
The first article of the Charter of the UN sets out four main purposes:

- To maintain international peace and security
- To develop friendly relations among nations
- To cooperate in solving international problems and to promote and encourage respect for human rights and fundamental freedoms for all
- To harmonize nations' actions in reaching these common ends

The **UN Charter** is an international treaty that spells out Member States' rights and duties as members of the world community. The Charter binds Member States.

**The UN Charter also created the principal parts of the UN, called “organs”, and guides its work** - which means it guides your work as a peacekeeper.

Slide 5



**Key Message:** The six main organs of the UN created under the UN Charter are: the General Assembly; the Security Council; the Economic and Social Council; the Trusteeship Council; the International Court of Justice; and the Secretariat.

**The General Assembly** is where all Member States meet and vote on decisions. The principle of equality means each Member State has one vote.

**The Security Council** has lead responsibility under the UN Charter to maintain international peace and security. The Council has 15 members, including 5 permanent members who helped set up the UN: China, France, the Russian Federation, the United Kingdom and the United States. The General Assembly elects the other 10 rotating members for two year terms, ensuring geographical representation.

**The Economic and Social Council (ECOSOC)** is the central body coordinating the economic and social work of the UN.

**The Trusteeship Council** supervised Trust Territories, which were former colonies or dependent territories, as they made progress towards self-governance or independence. The Trusteeship Council suspended operation in 1994, with the independence of the last trust territory.

**The International Court of Justice (ICJ)** is in The Hague, Netherlands. The Court settles legal disputes only between nations and not between individuals, following international law.

**The Secretariat** refers to the departments and offices with international staff to carry out the day-to-day work of the Organization. These are in UN Headquarters in New York as well as in Geneva, Vienna, Nairobi and other locations.



## Principal UN Organs Active in Peacekeeping

### Slide 6

**Principal UN Organs  
Active in Peacekeeping**




- General Assembly
- Security Council
- Secretariat

**Key Message:** The three principal organs or parts active in UN peacekeeping are the General Assembly, the Security Council and the Secretariat.

Slide 7

General Assembly



General Assembly

- Main forum for Member States to make decisions
- Committees, e.g. C-34

**Key Message:** The General Assembly (GA) is the main forum for Member States to make recommendations, with representatives of all the Member States of the UN. The GA works through six main committees.

The six main committees are working through subsidiary bodies. One relevant for peacekeeping is the **Special Committee on Peacekeeping Operations (C-34)**. C-34 reviews and recommends actions on peacekeeping and reports to the GA through the Fourth Committee.

C-34 has some representatives from outside the UN, for example the International Committee of the Red Cross (ICRC) and the International Criminal Police Organization (Interpol). Regional intergovernmental organizations such as the African Union (AU) and the European Community (EU) are also on C-34.

The Committee works closely with key departments and offices of the UN, mainly DPKO, DFS and the Peacebuilding Commission.

The Fifth Committee is responsible for financing peacekeeping and authorizing budgets for missions.

Slide 8

Security Council



Security Council

- Primary responsibility for maintaining international peace and security
- Power to investigate threats and take appropriate measures

**Key Message:** The UN Security Council has lead responsibility for maintaining international peace and security. It may investigate and recommend measures to resolve disputes between states.

**UN resolutions** are formal expressions of positions of UN principal organs.

Any peacekeeping operation **must have a Security Council resolution**. Security Council resolutions contain mandates for peacekeeping operations. A **mandate** is an authorization and directive to take specific action. The peacekeeping mandate in a Security Council resolution is the legal basis for all actions or tasks of the peacekeeping operation, including the use of force.

The Security Council also issues resolutions that highlight global concerns relevant to peacekeeping, such as the human rights of women and children – groups usually most affected by the conflict.

Resolutions can be established through the affirmative vote of at least nine members of the Security Council unless it is expressly rejected by at least one of the permanent members (veto rule).

Slide 9

Secretariat



Secretariat

- Secretariat:  
led by Secretary-General
- Secretary-General:  
"Chief Administrative Officer" of the Organization

**Key Message:** The Secretariat carries out the day-to-day work of the organisation. The Secretary-General is the "Chief Administrative Officer" of the UN overall.

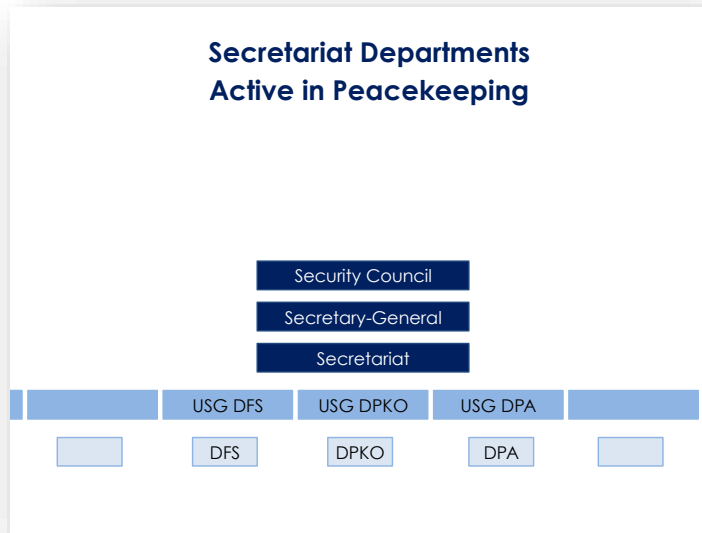
The Secretariat has a wide variety of departments and offices that deal with UN work, including peacekeeping.

As head of the Secretariat, the Secretary-General is responsible for UN departments, offices and activities.

**The Secretary-General brings to the attention of the Security Council anything that may threaten international peace and security.** The Security Council decides on what is a significant threat.

## Secretariat Departments Active in Peacekeeping

### Slide 10



**Key Message:** The three departments directly involved are the DPKO, the DFS and DPA.

Every department of the **UN Secretariat** contributes to the day-to-day running of UN peacekeeping operations.

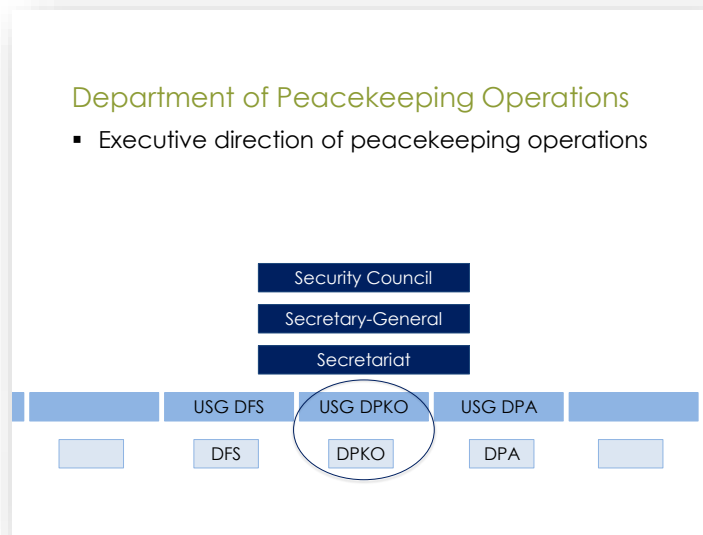
However, DPKO and DFS work closely together in UN peacekeeping. DPA is an equally important partner.

An Under-Secretary General (USG) heads each department and reports to the Secretary-General. The Secretary-General delegates certain responsibilities and tasks to each USG.



*Invite participants with peacekeeping experience to describe their contact with DPKO, DFS and DPA. Use those descriptions to introduce the key roles of departments active in peacekeeping. Draw on your own experience for details. Integrating experience-sharing into lessons reinforces relevance of information that may seem abstract or distant.*

Slide 11

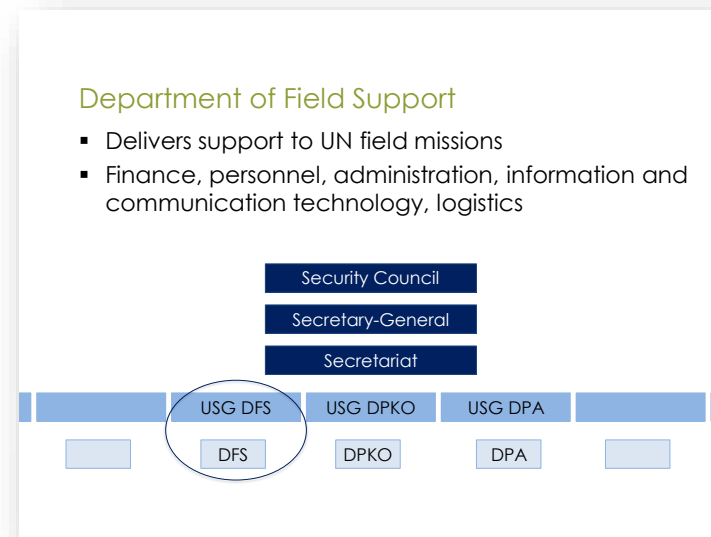


**Key Message:** DPKO is responsible for the executive direction of peacekeeping operations.

Through DPKO in New York, the USG DPKO does the following:

- Advises the Secretary-General on planning, establishment and conduct of all UN peacekeeping operations
- Directs and controls UN peacekeeping operations
- Develops policies and guidelines based on Security Council resolutions, including those with mission mandates
- Prepares reports with observations and recommendations from the Secretary-General to the Security Council on each peacekeeping operation;
- Ensures DPKO-led field missions meet security management requirements
- Serves as a focal point of contact between the Secretariat and Member States who seek information on UN peacekeeping operations

Slide 12



**Key Message:** DFS delivers dedicated support to UN field missions.

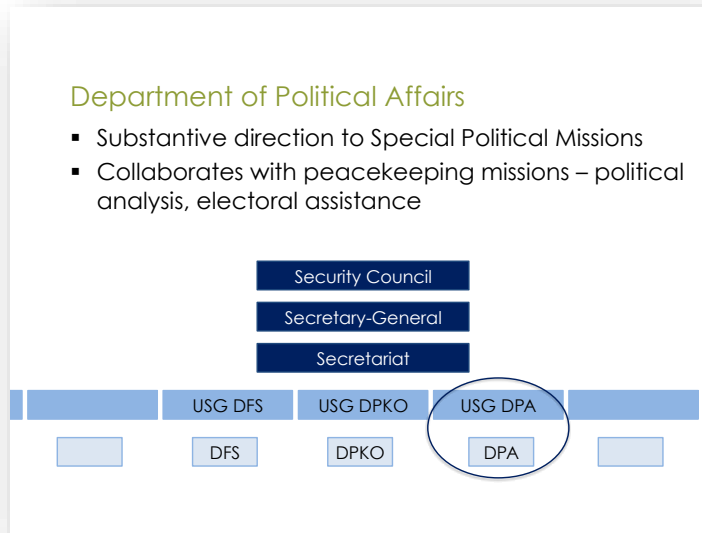
The DFS delivers support in finance, personnel, administration, information and communications technology and logistics.

Logistical services include supplying fuel, water, accommodation, food, offices and equipment, transport and medical facilities for the entire mission.

DFS coordinates with Member States and contracted providers of specific services.

DFS delivers support to all UN field missions, including peacekeeping and special political missions (SPMs).

## Slide 13



**Key Message:** DPA plays a central role in UN efforts to prevent and resolve deadly conflict around the world. DPA is also a partner for peacekeeping operations.

DPA is the lead UN department for peacemaking and preventive diplomacy. DPA mainly provides direction to SPMs. SPMs may be political field offices, special envoys, panels or experts to monitor sanctions. They are often active in conflict prevention, peacemaking and peacebuilding.

DPA gives analysis and advice to the Secretary-General. DPA also supports the Secretary-General's independent political role in providing "good offices". "Good offices" use the position of the UN to resolve disputes in and between States.

As a key partner for peacekeeping operations, DPA collaborates on elections in post-conflict countries. The Electoral Assistance Division supports needs assessments, policy guidance and specialized personnel. Also, DPA's regional divisions may carry out political analysis or lead in mediation and good offices efforts.



## Three Levels in Peacekeeping: Strategic, Operational & Tactical

### Slide 14



**Key Message:** In UN peacekeeping operations there are three levels of decision making – strategic, operational and tactical.

According to the *UN Peacekeeping Operations: Principles and Guidelines*, the “Capstone Doctrine”, peacekeeping happens on three main levels – strategic, operational and tactical:

- **Strategic Level:** high-level, political decision-making and management of a UN peacekeeping operation, at UN Headquarters
- **Operational Level:** field-based management of a peacekeeping operation, at the Mission Headquarters
- **Tactical Level:** management of military, police and civilian operations below the level of Mission Headquarters, including supervision of staff



Terms and the definitions explained here are specific to UN peacekeeping. Other countries or institutions may use them differently. UN personnel should use the terminology as defined above and spelled out in the Policy on Authority, Command and Control when working for UN peacekeeping.

## Summary

### **The UN and its purpose**

- The UN is an impartial and universal organization made up of 193 countries called Member States. 1945 is the founding year.
- One main purpose of the UN is to maintain international peace and security.

### **The UN Charter is the guiding document for the UN**

- The UN Charter is the founding document which defines the main purposes and principles of the UN. It is an international treaty which binds all Member States.
- The Charter also created the six principal organs of the UN and guides its work.

### **The principal organs involved in UN peacekeeping**

- The three principal organs of the UN involved in peacekeeping are: the General Assembly, the Security Council and the Secretariat.
- The Security Council has primary responsibility for matters of international peace and security.

### **The departments in the UN at Headquarters active in peacekeeping**

- The three main departments of the Secretariat actively involved in peacekeeping are: the DPKO, DFS and DPA.
- The Secretariat is the UN's administrative arm. The UN Secretary-General is the "Chief Administrative Officer", supported by USGs as heads of departments.

### **The three levels of UN peacekeeping - strategic, operational and tactical**

- Peacekeeping happens on three main levels – strategic, operational and tactical.
- The strategic level refers to high-level political decision-making and management of a UN peacekeeping operation at UN Headquarters.
- The operational level is field-based management of a peacekeeping operation at the Mission Headquarters.
- The tactical level refers to management of military, police and civilian operations below the level of Mission Headquarters and supervision of individual personnel.

## Learning Activities

Detailed instructions for each learning activity may be found below. Here is an overview of learning activities for the instructor to choose from:

Number	Name	Methods	Time
1.1.1	UN peacekeeping at strategic level	Independent research and presentation	90 minutes total, 45 minutes in session
1.1.2	Key definitions and concepts	Mix and match, groups	45-60 minutes
1.1.3	<i>Courage for Peace</i>	Film (7:30 min), group discussion	25 minutes
1.1.4	<i>In the Cause of Peace</i>	Film (13 min), group discussion	25 minutes
1.1.5	Consequences of Violent Conflict	Visualization, brainstorm, group	10 minutes
1.1.6	UN peacekeeping at the strategic level	Brainstorm, small groups	25 minutes

### 1.1.1 UN Peacekeeping at Strategic Level (Independent research, presentation)

*Note on Use: The activity is best after the lesson. It requires independent research and cannot be completed in one session. Introduce the activity one day and have presentations on another day.*

#### Method

Independent research and participant-led presentations

#### Purpose

To engage learners in independent research and presentation of basic information about the main parts of the UN with an active role in peacekeeping

#### Time

- Activity introduction and instructions: 15-20 minutes
- Independent research: 60-180 minutes (may be done over several days)
- Presentations to the group: 90 minutes (two 45-minute sessions), 5 minutes per presentation plus discussion

#### Preparation

- Consider how you will assign different items, to individuals or small groups. The learning activity is a good opportunity for individuals to work together on a team assignment. This may be a better individual assignment for small groups.
- Scan the list of ten research topics, in the instructions. Decide which to cover. An alternative is to group people and assign each group several topics to research.

#### Instructions

1. Introduce the activity for individual or group assignments
2. Give each individual or small group a topic to research from this list
  - a) United Nations (brief history and responsibility for peace and security)
  - b) The UN Member States
  - c) UN Charter
  - d) The General Assembly
  - e) The UN Security Council
  - f) The Secretary-General
  - g) The UN Secretariat
  - h) The Department of Peacekeeping Operations
  - i) The Department of Field Support
  - j) The Department of Political Affairs

3. Give assignment details.

- a) Research the main responsibilities for peace and security or peacekeeping. (For the UN Charter, focus on history and purpose.)
- b) Prepare a **5-minute** summary presentation of key findings. Presentations can be verbal, using flip charts, photos, demonstrations, PowerPoint or other software. One person or a team can present. (Caution people that 5 minutes is a short time for a team to present – needs strong organization.)
- c) If PowerPoint slides are used, make sure to load all presentations at the beginning of the session so each person or team has the full 5 minutes to present.
- d) Monitor and support as needed during the research and preparation stages. Be available for questions and content checks. Make sure that presentations cover essential points in core content, coaching participants. Prompt them - do not just give them the information.
- e) Encourage people to practice their presentations because timing will be strict.
- f) Confirm that each presentation will be five minutes, no longer. Ask participants to hold questions until the end.
- g) Move the process along. Keep each presentation to 5 minutes.
- h) Invite questions and get the teams who covered the relevant topic to respond, providing back-up as needed.
- i) Debrief the exercise with the whole group. Easy or challenging? Was the information about peace and security responsibilities/peacekeeping readily available, or did they have to search for it?
- j) Summarize key learning. Include highlights from the research debriefing as well as key messages from the lesson content.

## 1.1.2 Key Definitions and Concepts

### Method

Mix and match – match key words to definitions

### Purpose

To review concepts presented in Lesson 1.1 on United Nations Peacekeeping

### Time

30 minutes total

- 5 minutes for introduction and instructions
- 10 minutes for work in small groups
- 10 minutes for discussion and questions in large group
- 5 minutes to summarize and close

### Preparation

- Look over the concepts and definitions, and decide how large you want the text to be. Larger type is easier for participants. Use normal paper for single use, and thicker, more durable paper for repeat use.
- Decide on groups of up to 6 people. Table groups may work well.
- Format sheets, with each concept and each definition on a separate piece of paper. Make copies of key concept words and definitions, with enough sets for the number of groups.
- Depending on the work space available and the size of the work sheets, consider the option of each group mixing-and-matching using wall space, instead of at tables. The output of matched names and definitions can stay up as a visual to reinforce foundation learning.

### Instructions

1. Introduce the activity and explain the groups, or divide participants into groups.
2. Explain the method, that each group will match names or concepts with definitions, in 10-15 minutes.
3. Hand out sets of concept words and definitions, one to each group.
4. Circulate, and keep an eye on the process. Help where needed.
5. Let people know when half the time is gone. Monitor when groups finish.
6. Allow time for questions or comments.

**Concepts and Definitions for Mix and Match Activity, 1.1**

<b>The United Nations</b>	...a unique international organization founded after the Second World War. Its purpose is to maintain international peace and security, develop friendly relations among nations and promote social progress, better living standards and human rights.
<b>UN Member States</b>	...193 sovereign states who come together to discuss common problems and vote on major issues. They are bound by the UN Charter.
<b>The UN Charter</b>	...an international treaty that spells out the rights and duties of UN members, as part of the world community. Specific parts of the UN Charter are important to peacekeeping mandates.
<b>UN Security Council</b>	...the UN body with primary responsibility for maintaining peace and security. It may investigate and recommend peaceful measures to resolve disputes. The Security Council may take more coercive measures when it determines a threat exists to international peace and security.

<b>Secretary-General</b>	...is the Chief Administrative Officer of the UN. He/she is appointed by the General Assembly as recommended by the Security Council. It is a 5 year, renewable term.
<b>Department of Peacekeeping Operations</b>	...is led by the Under-Secretary-General of DPKO. DPKO is responsible for the executive direction and administration of all peacekeeping operations.
<b>Department of Field Support</b>	<p>...is responsible for delivering dedicated support to UN field operations, including peacekeeping operations and special political missions.</p> <p>Support includes: personnel, finance, procurement, logistical, communications, information technology, other administration and general management</p>
<b>Department of Political Affairs</b>	...provides substantive direction to many special political missions. Is a partner to peacekeeping missions, including on political analysis and electoral assistance.



### 1.1.3 Film: *Courage for Peace*

*Note on Use: The films for Lesson 1.1 are excellent visual supports. Content applies to several lessons, particularly 1.1 through 1.4. Consider using both films on different days to introduce different lessons, or one to introduce content and one as part of a recap or summary. They help prepare peacekeepers, showing them what to expect. Other related short films are also available on YouTube.*

#### **Method**

Short film, guided discussion

#### **Purpose**

To use a brief film on peacekeeping to introduce or review key messages and insights into peacekeeping relevant to all peacekeepers

#### **Time**

- Short option: 15-20 minutes
- Longer option: 25-45 minutes
- Film length: 7:40 minutes

#### **Preparation**

- Source: YouTube site: <https://www.youtube.com/watch?v=ugk4Kob6UjM>
- Access the film and watch it. Decide what questions you want to ask and the total time available for this learning activity.
- Check connectivity and the technology needed to show the film. Make sure you have what you need before the session. Check the room seating, sight lines and sound.

#### **Instructions**

1. Introduce the film. Note that although it was made during the time of a previous DPKO USG, the points remain directly relevant to peacekeeping and to core pre-deployment training.
2. Show the film.
3. For the **short option**, pose general questions:
  - a) What was interesting?
  - b) What impressed you?
  - c) What did you learn from the film?
4. For the **longer option**, choose some general and some content-specific questions to guide discussion. Content-specific questions:

- a) Mr. Guehenno, the former USG for Peacekeeping Operations and the film's narrator, speaks about three "fronts" involved in peacekeeping. What are the three fronts?
- Answer: The Military and Police (Law and Order), the political front and reconstruction and development
- b) What three important characteristics of a peacekeeper did Mr. Guehenno mention?
- Answer: Courage, Humility (you are a guest in another country) and Persistence (peacekeeping is not a quick win)
- c) What two major regional peacekeeping partners are mentioned in the film as working with UN peacekeeping?
- Answer: The African Union (AU) and the North Atlantic Treaty Organization (NATO)
- d) Who funds peacekeeping efforts once the Security Council has authorized a mission?
- Answer: The Members States
- e) What countries contribute troops to peacekeeping? Support responses with examples from the film, your experience, and the UN website (below).
- Answer: Instructors can find the up to date list of troop and police contributing countries at:  
<http://www.un.org/en/peacekeeping/resources/statistics/contributors.shtml>

### 1.1.4 Film: *In the Cause of Peace: Honouring 60 Years of UN Peacekeeping*

*Note on Use: The films for Lesson 1.1 are excellent visual supports. Content applies to several lessons, particularly 1.1 through 1.4. Consider using both films, on different days to introduce different lessons, or one to introduce content and one as part of a recap or summary. They help prepare peacekeepers, showing them what to expect. Other related short films are also available on YouTube.*

#### Method

Short film, guided discussion

#### Purpose

To use a brief film on peacekeeping to introduce or review some key messages and insights into peacekeeping relevant to all peacekeepers

#### Time

- Short option: 15-20 minutes
- Longer option: 25-45 minutes
- Film length: 13:31 minutes

#### Preparation

- Source: YouTube site: <http://www.youtube.com/watch?v=rqYuRh78-4>
- Access the film and watch it. Decide what questions you want to ask and total time available for this learning activity.
- Check connectivity and the technology needed to show the film. Make sure you have what you need before the session. Check seating, sightlines and sound.

#### Instructions

1. Introduce the film.
2. Show the film.
3. Ask general questions about the film.
  - a) What did you learn from this film?
  - b) What surprised you?
  - c) What images stay with you?
  - d) Did the film raise any questions for you?
4. Ask specific questions about the film based on preparation. Examples of specific questions:
  - a) Did the founders of the UN expect peacekeeping to be a key function?  
Answer: No. Peacekeeping evolved as a response to conflict, a way to give the parties to conflict some “breathing room”. The UN Charter does not refer specifically to peacekeeping.

- b) How did the end of the Cold War affect UN peacekeeping?

Answer: The end of the Cold War saw a stronger role for UN peacekeeping. A surge in UN peacekeeping operations included greater involvement in internal conflicts, not just conflicts between states. In the cases of Kosovo, Cambodia and Timor Leste, the UN took on the role of a transitional authority.

- c) What is the first hybrid peacekeeping operation established by the UN and the African Union, mentioned in the film?

Answer: The African Union/United Nations Hybrid Operation in Darfur (UNAMID)

- d) What does UN peacekeeping cost compared to military spending in the world?

Answer: Less than half of 1% of the world's military spending is spent on UN peacekeeping.

### 1.1.5 Consequences of Violent Conflict

*Note on Use: Consider using this rapid learning activity just before covering key points on consequences of violent conflict, at the beginning of the lesson. The activity is short and spontaneous. It bridges to presentation of related topics in 1.1.*

#### Method

Visualization, brainstorming

#### Purpose

To engage the heads and hearts of participants in considering the consequences of violent conflict, as part of deepening understanding of the important work of peacekeeping

#### Time

5-15 minutes total

- Visualization: 5-7 minutes
- Brainstorming: 5-7 minutes

#### Preparation

- Consider the available time and choose questions to guide visualization.
- Consider newspaper clippings, news headlines and pictures, which be can used. Collect many examples of these.
- Prepare a flip-chart sheet to record points in the brainstorming. (See Learning Activity 1.1.2 for tips on use of “hurricane thinking”, a way to capture ideas from brainstorming).

#### Instructions

1. Ask participants to close their eyes, if suitable for the group.
2. Guide the first part of the exercise, which is a visualization. Keep the pace slow, giving participants enough time, especially between questions. Pause between phrases. Monitor the group – if people start to get restless, speed up a little.
  - a) *Place yourself in your home country and in your own home, with your family.*
  - b) *Imagine that a violent conflict breaks out. At first, you think it will be over quickly. You are not involved directly, so you hope it will not affect you. You stay home and keep your family home with you.*
  - c) *The violence spreads through your city, your town, your neighbourhood. Imagine what it leaves behind as it passes. Food is scarce and then disappears. To work is not possible – jobs are gone. Imagine how your*

*community and your family change as they struggle to survive. Imagine how you change, who you become. How do you survive?*

*d) The conflict goes on for months. A year passes. Your family has to flee. Where will you go? How?*

3. Invite participants to open their eyes. Go slowly. Do not jump too quickly from visualization to brainstorming. The visualization touches people's emotions, making the effects of violent conflict more real than narrative points.
4. Begin the brainstorming yourself. Transfer to the flip-chart record the following noted effects of violent conflict: less and then no food; no school attendance; no work; the need to flee, etc. Use the newspaper clippings, news headlines and pictures that you have collected.
5. Ask participants what specific consequences they visualized. Add key words to the record. You may be able to group related points together as people raise them, which can help with a smooth summary. Encourage points until all are noted.
6. Use the results of the brainstorm to move into a summary of consequences of armed violence and begin the related presentation.

### 1.1.6 UN Peacekeeping at Strategic Level

**Method**

Brainstorming in small groups, sharing in plenary for composite picture

**Purpose**

To find out what learners know about UN peacekeeping, individual and group

**Time**

25 minutes

**Preparation**

- Decide on the small groups. The activity is short, so table groups are good because they are formed and in place.
- Choose specific topics to assign to each small group – one per group. Prepare to cover any topics not assigned.
- Make sure each group has a flip-chart stand or sheet with flip-chart pens, and an area of wall which is blank to post the results. Prepare flip-chart sheets (see “hurricane thinking”, in the Instructions.)

**Instructions**

1. Introduce the exercise.
  - a) Each small group will brainstorm what they know about the assigned topic, note points on the flip-chart sheet and report to the whole group. One version of brainstorming and recording is “hurricane thinking”. You may want to demonstrate it. Put the name or acronym of a topic in the centre, inside a circle. Draw lines out from it. A group member notes a point at the end of each line. Time is limited to 5-7 minutes: people have to work quickly.
  - b) Remind them to decide who will note points and present, before they start brainstorming.
  - c) Review basics of brainstorming:
    - Go as fast as you can
    - Note all points raised
    - Record key words only to keep up with the hurricane
    - Get all ideas noted, without judging points or grouping them yet
    - After 5 minutes of brainstorming, groups will have 2 minutes to review points, note disagreements if people have different ideas. Plan to include everything in the report-back
    - No rapid on-line research – the purpose is to draw out what people already know and reinforce it, not start searching in other sources

- d) Alert participants to the timing – start, 5 minute announcement half-way through so groups can close the brainstorming part and discuss for two minutes before presentations start.
2. Give each group a topic to research, from this list.
  - a) UN (brief history and responsibility for peace and security)
  - b) The UN Member States
  - c) UN Charter
  - d) The General Assembly
  - e) The UN Security Council
  - f) The Secretary-General
  - g) The UN Secretariat
  - h) The Department of Peacekeeping Operations
  - i) The Department of Field Support
  - j) The Department of Political Affairs
3. Time the exercise: 5 minutes, and then 2 minutes. Monitor, circulate and support the groups where needed. Ask groups to post results on the walls or a stand, for a smooth series of short presentations.
4. Invite presentations in a logical order. After each group presents ask if other participants have points to add.
5. When all groups have presented, summarize highlights of each profile and add points to fill gaps, respond to questions.
6. When you present on this lesson, refer to brain-stormed points.



## Evaluation

**Note on Use:** Three types of learning evaluation questions are:

- 1) Narrative
- 2) True-False
- 3) Fill in the blank/sentence completion

Combine in different ways for pre-assessment and post-assessment. Each evaluation type covers different content. No sub-set covers all learning outcomes. Make sure you include learning evaluation questions for each learning outcome when you combine them.

Three main uses of evaluation questions are: a) informally ask the whole group, b) semi-formally assign to small groups or c) formally give to individuals for written responses.

Other suggestions for evaluating learning follow the table.

Evaluation Questions for Lesson 1.1	
Questions	Answers
<b>Narrative</b> <i>Note: Frame narrative evaluations as questions, requests or directions</i>	
1. Name the four main purposes of the UN.	1. Keep or maintain international peace and security 2. Develop friendly relations among nations and cooperate in solving international problems 3. Promote social progress and better living standards 4. Promote human rights
2. Explain why the UN is uniquely credible and legitimate.	1. Universality – almost all countries 2. Equality – each member has one vote 3. Impartiality – does not take sides
3. Explain how the UN Charter is the guiding document for the UN.	1. Defines the main purposes and principles of the UN 2. Is an international treaty which binds all Member States 3. The Charter created the principal organs of the UN and guides its work
4. The UN Charter set up six main parts or “organs”. Name all six and identify the three most involved in peacekeeping.	<b>(Bold shows the three most involved in peacekeeping).</b> 1. <b>General Assembly:</b> <i>the main forum for Member States to make decisions, including decisions on peacekeeping</i>

	<p>2. <b>Security Council:</b> <i>lead responsibility under the UN Charter to keep international peace and security</i></p> <p>3. Economic and Social Council</p> <p>4. Trusteeship Council</p> <p>5. International Court of Justice</p> <p>6. <b>Secretariat:</b> <i>the Secretary-General, Departments of Peacekeeping Operations, Field Services and Political Affairs lead in different aspects of peacekeeping</i></p> <p><i>Note: the Security Council goes to the General Assembly to get funds for peacekeeping operations</i></p>
5. Describe how the Security Council authorizes peacekeeping.	<p>The Security Council <b>passes a resolution</b> that contains a <i>mandate</i> for peacekeeping. Resolutions with mandates respond to <b>significant threats to international peace and security</b>.</p>
6. Name the three Departments in the UN Secretariat active in day-to-day peacekeeping and their common acronyms.	<p>1. Department of Peacekeeping Operations (DPKO)</p> <p>2. Department of Field Support (DFS)</p> <p>3. Department of Political Affairs (DPA)</p>
7. Name three important tasks of the USG DPKO.	<p>Under-Secretary General for DPKO:</p> <p>1. Advises the Secretary-General on all peacekeeping operations (plan, establish, conduct)</p> <p>2. Directs and controls UN peacekeeping operations</p> <p>3. Develops policies and guidelines (based on SC resolutions, including those with mission mandates)</p> <p>4. Reports on each peacekeeping operation; prepares observations and recommendations from Secretary-General to Security Council</p> <p>5. Ensures DPKO-led field missions meet security management requirements</p> <p>6. Serves as the contact point between the Secretariat and Member States who want information on UNPKO</p>
8. Describe the important task of the USG DFS.	<p>Under-Secretary General for DFS delivers support in areas of:</p> <p>1. Finance</p> <p>2. Personnel</p> <p>3. Administration</p> <p>4. Information and communications</p>

	<p>technology</p> <p>5. Logistics</p>
9. Describe some priority activities of DPA.	DPA mainly provides direction to Special Political Missions (SPMs). Also active in conflict prevention, peacemaking and peacebuilding.
10. Name and explain the three levels in peacekeeping.	<p>1. <b>Strategic:</b> high-level political decision-making and managing of PKO at UNHQ</p> <p>2. <b>Operational:</b> field-based management of PKO at mission HQ</p> <p>3. <b>Tactical:</b> management of day-to-day military, police and civilian operations below mission HQ</p>
<b>True-False</b>	
1. The UN is twenty-five years old.	False. The UN was formed in 1945.
2. Members of the UN are “Member States”.	True. A total of 193 of 195 recognized states are members of the UN.
3. One main purpose of the UN is to maintain international peace and security.	True. The first article of the Charter of the UN sets out four main purposes.
4. Every peacekeeping operation must have a Security Council resolution.	True. The Security Council <b>passes a resolution</b> that contains a <b>mandate</b> for peacekeeping.
5. The head of a peacekeeping mission is called an Under-Secretary-General.	False. The Secretary-General delegates responsibility to the senior officials in each of the three departments in the Secretariat active in peacekeeping – DPKO, DFS and DPA. The senior official of a department is called an Under-Secretary-General (USG). The head of a peacekeeping mission is called the Head of Mission (HOM, covered in later lesson).
6. DPA supports elections in post conflict countries.	True. Specific support is through needs assessments, policy guidance and specialized personnel. *** Elections are often a benchmark for peacekeeping operation withdrawal.
7. The strategic level operates below mission HQ.	False. Strategic level is high-level political decision-making and management. The tactical level operates below Mission HQ.
8. As a UN peacekeeper you represent your country.	False. As a UN peacekeeper, you represent the UN.

Sentence Completion	
1. The UN's founding document is _____. It sets out purpose and main parts.	Charter of the United Nations, or UN Charter
2. The _____ is the name given to the six principal parts of the UN named in the Charter and the specialized agencies, funds and programmes.	UN System
3. The legal basis for international peacekeeping is in _____ of the UN Charter.	Chapters 6 and 7. The purpose statement sets background, and Chapter 8 gives authority to work with regional organizations.
4. The _____ leads the administrative arm of the UN, called _____.	The Secretary-General of the UN leads the Secretariat, the administrative arm.
5. The USG DFS dedicates _____ to UN field missions.	Support. Specific support provided by DFS and the USG: 1. Finance, personnel, administration, ICT 2. Logistical services for field missions (fuel, water, accommodation, food, offices and equipment, transport and medical) 3. Leads organizational support plans, policies and procedures to meet field needs 4. Ensures recruitment and retention of high-quality civilian staff for field operations 5. Negotiates with Member States and others on contributions to field operations
6. DPA gives analysis and advice to the Secretary-General, including on providing "_____", using the UN to resolve disputes in and between States.	"Good offices". This is an independent political role (neutral, impartial).
7. The _____ level of UN peacekeeping refers to field-based management.	Operational level. Field-based management of a peacekeeping operation at mission headquarters. The operational level takes high-level political direction from the strategic level and guides the tactical level.
8. _____ is the UN doctrine that defines levels of peacekeeping operations.	2008 UN doctrine <i>UN Peacekeeping Operations: Principles and Guidelines</i> , also known as the Capstone Doctrine. Levels are strategic, operational and tactical.

### More ways to evaluate learning

Engaging participants in learning and reinforcing learning from different points of view are important ways to assess learning. Informal observation through learning activities gives insight into learning progress. The following learning assessment scenarios will too.

- **Brief on learning outcomes.** Give each table group one learning outcome. Scenario: prepare to brief supervisors on core content in learning outcome. Give time for groups to prepare and present short briefings. Encourage them to be professional and entertaining. Debrief with encouragement and information to fill gaps.
- **Introducing your new employer.** Independent and group work combined. Scenario: a large informal gathering of professional colleagues and extended family. They know you will work in a UN peacekeeping operation. They have asked you to introduce your new employer. Give people 5-10 minutes to decide what is most important from content of Lesson 1.1 and prepare a response. (Identify the receiving group – professional colleagues, extended family or both – because the key messages may change.) Share briefings. Variation: pair participants to help strengthen each other's briefing before presenting to the group.

## Commonly Asked Questions and Key Words

Key Words or phrases for this lesson:

Key Word or Phrase	Definition
<b>“Good Offices”</b>	<b>“Good offices”</b> are provided when the UN uses its position to resolve disputes in and between States. The UN has some leverage over the parties to conflict because it represents the collective will of the international community.
<b>Interstate conflict</b>	<b>Interstate conflict</b> is conflict between countries.
<b>Intrastate conflict</b>	<b>Intrastate conflict</b> is conflict within a country.
<b>Mandate</b>	A <b>mandate</b> is an authorization and directive to take specific action. The peacekeeping mandate is the legal basis for all actions or tasks of the peacekeeping operation, including the use of force. Security Council resolutions contain mandates for peacekeeping operations.
<b>Peacekeeping</b>	<b>Peacekeeping</b> is an approach designed to preserve the peace where violent conflict has <u>ended</u> . The Department of Peacekeeping Operations (DPKO) is responsible for peacekeeping operations.
<b>Resolution</b>	<b>Resolutions</b> are formal expressions of positions of UN principal organs. A peacekeeping operation must have a Security Council <i>resolution</i> .
<b>Special Political Missions (SPMs)</b>	<b>Special Political Missions (SPMs)</b> may be political field offices, special envoys, panels or experts to monitor sanctions. They are often active in conflict prevention, peacemaking and peacebuilding. The Department of Political Affairs (DPA) provides direction to SPMs.

Commonly asked questions from participants:

Possible Questions	Possible Responses
Who drafted the Principles and Guidelines on UN Peacekeeping Operations (also known as the Capstone Doctrine)? Were specialized agencies involved in the drafting?	DPKO (specifically the Peacekeeping Best Practices Section of the Division of Policy, Evaluation and Training) drafted the Principles and Guidelines on UN Peacekeeping after holding intense high-level consultations with stakeholders globally, including but not limited to Member States, UN Agencies and NGOs. The consultations were held for more than a year in all the continents.
Who else can make decisions related to Peace and Security if the permanent members of the Security Council make use of their veto?	This is a question of legitimacy. The UN Security Council has the highest level of legitimacy related to peace and security. However in exceptional circumstances and very rare cases the General Assembly has authorized peacekeeping operations. Or other centers of power which may have influence, for example regional organizations such as North Atlantic Treaty Organization (NATO) or the African Union (AU) have chosen to take action. In order to ensure the greatest legitimacy for their actions, such organizations often seek out Security Council authorization for their actions under Chapter 8 of the UN Charter. Such action, particularly when Security Council authorization is sought after the fact, has raised questions about the legitimacy of the operation.
Can the General Assembly authorize a peacekeeping operation or is it only the Security Council?	<p>The United Nations Charter gives primary responsibility to the Security Council for the maintenance of international peace and security, and therefore also for the authorization of a peacekeeping operation. However, under General Assembly Resolution 377(V) of 1950, an exception to this general rule has been created so that “...if the Security Council, because of lack of unanimity of the permanent members, fails to exercise its primary responsibility for the maintenance of international peace and security in any case where there appears to be a threat to the peace, breach of the peace or act of aggression, the General Assembly shall consider the matter immediately with a view to making appropriate recommendations to Members for collective measures, including in the case of a breach of the peace or act of aggression, the use of armed force when necessary, to maintain or restore international peace and security.”</p> <p>Under this resolution, the General Assembly has authorized one peacekeeping operation, the First United Nations</p>

	Emergency Force (UNEF I). All UN peacekeeping operations since then have been authorized by the Security Council - which is the general practice - and consequently Unit 2 focuses on the process followed by the Security Council.
Can the UN Security Council intervene in a conflict in a country that is not a Member of the UN?	The Security Council is the ultimate authority on peace and security issues globally. If it determines a threat to peace and security exists which involves a non Member State, it can choose to intervene in accordance with its power and the principles and aims of the UN Charter. The Charter states that such a state, which is party to a dispute under consideration by the Security Council shall be invited to participate in the discussion (art. 32). A non Member State of the UN which is involved in a dispute may also ask the Security Council or General Assembly to intervene, if that country accepts in advance the Charter's rules on the peaceful settlement of disputes.
How are UN peacekeeping operations funded?	All Member States share the costs of UN peacekeeping operations. Member States provide "assessed contributions" to the UN to cover the costs of UN peacekeeping operations. The General Assembly decides on the scale of assessments applicable to peacekeeping. This scale takes into account the relative economic wealth of Member States, with the permanent members of the Security Council required to pay a larger share because of their special responsibility for the maintenance of international peace and security. For more information on this issue, go to: <a href="http://www.un.org/en/peacekeeping/operations/financing.shtml">http://www.un.org/en/peacekeeping/operations/financing.shtml</a>



## Reference Materials

Materials listed are a) referenced in the lesson and b) required reading for instructor preparation.

- Charter of the United Nations
- United Nations Peacekeeping Operations Principles and Guidelines, also known as the Capstone Doctrine
- DPKO/DFS Policy on Authority, Command and Control in UN Peacekeeping Operations (2008)

## Additional Resources

### UN Information

The website for UN peacekeeping: <http://www.un.org/en/peacekeeping/>

Peacekeeping statistics: <http://www.un.org/en/peacekeeping/resources/statistics/>

UN at a glance: <http://www.un.org/en/about-un/index.html>

Current membership of the Security Council: <http://www.un.org/en/sc/members/>

DPKO: <http://www.un.org/en/peacekeeping/about/dpko/>

DFS: <http://www.un.org/en/peacekeeping/about/dfs/>

DPA: <http://www.un.org/undpa/overview>

UN System: <http://www.un.org/depts/dhl/deplib/promo-materials/UNsystemChart-It-clr.pdf>

### UN Documents

UN documents can be found on: <http://www.un.org/en/documents/index.html>  
(Search by document symbol, e.g. A/63/100)

### DPKO and DFS Guidance

The Policy and Best Practice Database is the repository for all official DPKO and DFS guidance: [ppdb.un.org](http://ppdb.un.org) (only accessible from the UN network).

Official peacekeeping guidance documents are also accessible through the Peacekeeping Resource Hub: <http://research.un.org/en/peacekeeping-community>

The UN encourages instructors to check the site regularly for latest guidance.

## **UN Films**

UN films can be found on YouTube: <https://www.youtube.com/user/unitednations>

The United Nations: It's Your World (6:52 minutes)

Courage for Peace (7:40 minutes)

In the Cause of Peace (13:31 minutes)

## **Additional Training Resources**

UN Peacekeeping Operations: An Introduction

<http://portals.unssc.org/course/index.php?categoryid=4>